



INDIVIDUALIZED  
PROFESSIONAL  
DEVELOPMENT  
PORTFOLIO  
ON THE ECLKC

## THE INDIVIDUALIZED PROFESSIONAL DEVELOPMENT (iPD) PORTFOLIO COURSE CATALOG



NATIONAL CENTER ON  
Early Childhood Development, Teaching, and Learning

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# COURSES ON THE IPD



Addressing Adverse Childhood Experiences in Out-of-School Environments

NATIONAL CENTER ON After-school and Summer Enrichment

## ADDRESSING ADVERSE CHILDHOOD EXPERIENCES IN OUT-OF-SCHOOL ENVIRONMENT

This module covers the prevalence of adverse childhood experiences (ACEs), the concept of resilience, and the utility of trauma-informed practices and healing-centered engagement as ways to positively impact the development of school-aged children in out-of-school time (OST) environments. It outlines specific strategies to mitigate and prevent ACEs.

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Cognition, Perceptual, Motor, and Physical Development, Center-Based, Family Child Care, Home-Based, Learning Environments, Teaching Practices, Child Development, Family Support and Well-Being, Mental Health

Target Audience(s): Directors and Managers, Families, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical, Assistance Providers



2 Hours



0



Addressing Infant and Toddler Behaviors That Challenge Adults

NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

## ADDRESSING INFANT AND TODDLER BEHAVIORS THAT CHALLENGE ADULTS

All infant and toddler behaviors have meaning, even if adults sometimes find those behaviors challenging. Hear from Beth Zack, Ph.D., Institute for Learning & Brain Sciences at the University of Washington, about why it's important to reframe how we think about challenging behavior to behavior as a form of communication. Learn about some of the developmental reasons why young children behave in ways that are challenging to adults and how those behaviors relate to the learning domains outlined in the Head Start Early Learning Outcomes Framework (ELOF). Discover key strategies for addressing behaviors adults find challenging and learn how to support infants and toddlers when they exhibit these behaviors.

**KEY WORDS:**

Approaches to Learning, Social & Emotional Development, Language & Literacy, Infants & Toddlers, Learning Environments, Teaching Practices, Child Development

Target Audience(s): Directors and Managers, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



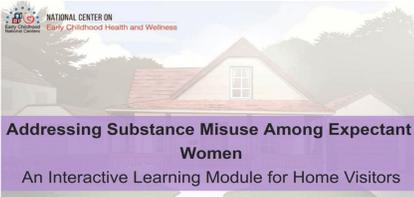
1 Hour



0.1 CEU



# COURSES ON THE IPD

 <p><b>Addressing Substance Misuse Among Expectant Women</b> An Interactive Learning Module for Home Visitors</p> <p><b>KEY WORDS:</b> Infants and Toddlers, Home-Based, Family Engagement, Family Support and Well-Being, Physical Health</p>	<p><b>ADDRESSING SUBSTANCE MISUSE AMONG EXPECTANT WOMEN</b></p> <p>Substance misuse can cause serious problems for both a pregnant woman and her baby. Home visitors are in a unique position to identify substance misuse among pregnant women. They can also connect expectant mothers to community resources, creating better health outcomes for the mother and her baby. Use this information to explore substance misuse among pregnant women. Learn talking points to use during a home visit and find resources to support the expectant family.</p> <p>Target Audience(s): Home Visitors</p>
	<p> .25  0.025 CEU</p>
 <p><b>Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</b></p> <p><b>KEY WORDS:</b> Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Family Child Care, Home-Based, Learning Environments, Child Development</p>	<p><b>BANG! SQUISH! LEAP! SUPPORTING THE A IN STEAM WITH INFANTS AND TODDLERS</b></p> <p>Just like science, technology, engineering, and math, engaging with the arts involves creativity, problem-solving, and structured exploration. Hear from Amelia Bachleda, Ph.D., Institute for Learning and Brain Sciences at the University of Washington, about the skills children build as they bounce to music or scribble on a page. Learn how to integrate the arts into activities that support school readiness across the Head Start Early Learning Outcomes Framework (ELOF) domains. Discover strategies for scaffolding and supporting children’s learning and development through the arts. Review four key environmental elements that support learning through the arts.</p> <p>Target Audience(s): Teachers and Caregivers, Directors and Managers, Family Service Workers, Home Visitors, Technical Assistance Providers</p>
	<p> 1.0  0.1 CEU</p>



# COURSES ON THE IPD

 <p><b>Beginning Home Visitor Series</b></p> <p>KEY WORDS: Birth to Five, Home-based, Child Development, Family Engagement</p>	<p><b>BEGINNING HOME VISITOR SERIES</b></p> <p>This self-paced, flexible course allows for new home visitors to learn the knowledge, practices, and skills needed to deliver effective home-based services for children and families. This professional development and training opportunity provides a consistent set of information and activities to support onboarding and initial training of new home-based staff.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Participants will be able to describe the purpose and essential components of the home-based program option.</li> <li>Participants will be able to discuss the knowledge, practices, and skills that home visitors need to provide home-based services for children and families.</li> <li>Participants will be able to use effective homevisiting practices in their ongoing work with children and families.</li> </ul> <p>Target Audience(s): Home Visitors</p>
 <p><b>BEGINNING TEACHER SERIES INFANT AND TODDLER</b></p> <p>KEY WORDS: Infants and Toddlers</p>	<p><b>BEGINNING TEACHER SERIES (INFANT AND TODDLER)</b></p> <p>The Beginning Teacher Series (Infant and Toddler) is designed for teachers in center-based settings. This nine-course intensive offers everything teachers new to Head Start need to know to provide relationship-based care to infants and toddlers while building partnerships with their families.</p> <p>Target Audience(s): Teachers, Teachers New to Head Start, Beginning Teachers with Some Knowledge of Early Childhood, Substitutes, Volunteers, Child Care Workers</p>
 	
 <p><b>BEGINNING TEACHER SERIES PRESCHOOL</b></p> <p>KEY WORDS: Preschool</p>	<p><b>BEGINNING TEACHER SERIES (PRESCHOOL)</b></p> <p>The Beginning Teacher Series (Preschool) is designed for teachers in center-based settings. This nine-course intensive offers everything teachers new to Head Start need to know to provide relationship-based care to preschoolers while building partnerships with their families.</p> <p>Target Audience(s): Teachers, Teachers New to Head Start, Beginning Teachers with Some Knowledge of Early Childhood, Substitutes, Volunteers, Child Care Workers</p>
 	



# COURSES ON THE IPD

 <p><b>Building Supply and Access to Quality Services</b></p> <p>KEY WORDS: Infants and Toddlers, Local Early Childhood Partnerships, Eligibility (ERSEA)</p>	<p><b>BUILDING SUPPLY AND ACCESS TO QUALITY SERVICES</b></p> <p>The goal of the module is for participants to reflect on why building supply and access to quality services matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Apply strategies to leverage resources and services to enhance EHS-CC Partnerships.</li> <li>Examine policy at federal, state, territory, Tribal, and local levels for alignment opportunities to develop and support successful EHS-CC Partnerships.</li> <li>Use strategies to recruit and retain collaborative childcare partners and eligible families.</li> <li>Use information and resources to plan for and implement high-quality services.</li> </ul> <p>Target Audience(s): Directors and Managers</p>
	<p> <b>4 Hours</b>       <b>0.4 CEU</b></p>
 <p>KEY WORDS: Language &amp; Literacy, Birth to Five, Center-based, Family Child Care, Home-based, Learning Environments, Teaching Practices, Family Engagement</p>	<p><b>CELEBRATING DLLS: SPRING INTO PRACTICE</b></p> <p>This four module micro-learning course is designed to help participants learn about the latest research and evidence-based practices to support children who are dual language learners and their families. Module one will cover common questions and scenarios participants may encounter in their work with DLLs. Module two help participants to identify key practices and components that are required for building a welcoming learning environment for children who are dual language learners and their families. Module three covers best practices for family engagement. Module four summarizes the content from modules 1-3 and provides participants with a framework for planning and implementing improved practices.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> <li>Communicate the importance of supporting home language development and English.</li> <li>Create a welcoming and supportive learning environment for children who are dual language learners.</li> <li>Identify best practices for partnering with families to support children’s dual language development.</li> <li>Create a plan for implementing practices that support children who are dual language learners and their families.</li> </ul> <p>Target Audience(s): Directors &amp; Managers, Family Service Workers, Home Visitors, Teachers &amp; Caregivers, Technical Assistance Providers</p>
	<p> <b>2 Hours</b>       <b>0.2 CEU</b></p>



# COURSES ON THE IPD



**Cómo abordar el consumo indebido de sustancias en el embarazo**  
Un módulo de aprendizaje interactivo para visitantes del hogar

**KEY WORDS:**

Infants and Toddlers, Home-based, Family Engagement, Family Support and Well-being, Physical Health

## CÓMO ABORDAR EL CONSUMO INDEBIDO DE SUSTANCIAS EN EL EMBARAZO

El uso indebido de sustancias puede causar graves problemas tanto para la mujer embarazada como para su bebé. Los visitantes del hogar están en una situación excepcional para identificar el uso indebido de sustancias por las mujeres embarazadas. También pueden conectar a las madres gestantes con los recursos comunitarios, con lo cual propician mejores resultados para la salud de la madre y del bebé. Utilice esta información para explorar el uso indebido de sustancias por las mujeres embarazadas. Aprenda qué puntos para discusión debe usar durante una visita al hogar y encuentre recursos para apoyar a la familia que espera un bebé.

Target Audience(s): Home Visitors



0.25



0.025



**Coordinating Comprehensive Services**

**KEY WORDS:**

Approaches to Learning, Infants and Toddlers, Learning Environments, Local Early Childhood Partnerships, Health Services Management, Organizational Leadership

## COORDINATING COMPREHENSIVE SERVICES

Reflect on why coordinating comprehensive services matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

**Learning Objectives:**

- Identify the key elements of coordinating comprehensive services in the EHS-CC Partnerships.
- Address quality components of early learning and school readiness for infants and toddlers.
- Use strategies to identify and assess overall health policies and procedures that promote best practices.
- Facilitate opportunities to develop positive, goal-oriented relationships with families and others in the community.
- Identify and access systems that support childcare partners and families with the referral process and implementation of services for children with disabilities.

Target Audience(s): Teachers and Caregivers



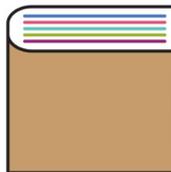
4 Hours



0.4 CEU



# COURSES ON THE IPD



## EFFECTIVE PRACTICE GUIDES INFANT AND TODDLER

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-based, Family Child Care, Home-based, Teaching Practices, ChildDevelopment

### EFFECTIVE PRACTICE GUIDES: INFANTS AND TODDLERS

The Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides provide information about domain-specific teaching practices that support children’s development, birth to five. This course—which focuses on infant/toddler domains, sub-domains, and goals—offers learners an interactive e-learning experience based on the guides, that is organized around the same four components of learning:

- Know: Identifies effective teaching practices related to ELOF goals in each infant/toddler domain and sub-domain
- See: Provides video clips of effective teaching practices in action
- Do: Offers short stories related to each age range within the infant/toddler developmental progression, including indicators, and opportunities to identify the practice or practices being used in each story
- Improve: Offers ideas that follow the Practice Based Coaching (PBC) steps—Planning Goals and Action Steps, Focused Observation, Reflection and Feedback—that learners can try with their coaches or supervisors to build their teaching practices in each sub-domain

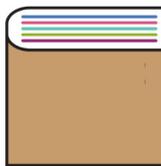
Target Audience(s): Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers



2 Hours



0.2 CEU



## EFFECTIVE PRACTICE GUIDES PRESCHOOLERS

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Family Child Care, Home-Based, Teaching Practices, Child Development

### EFFECTIVE PRACTICE GUIDES: PRESCHOOLERS

The Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides provide information about domain-specific teaching practices that support children’s development, birth to five. This course—which focuses on preschool domains, sub-domains, and goals—offers learners an interactive e-learning experience, based on the guides that is organized around the same four components of learning:

- Know: Identifies effective teaching practices related to ELOF goals in each preschool domain and sub-domain
- See: Provides video clips of effective teaching practices in action
- Do: Offers short stories related to each age range within the preschool developmental progression, including indicators, and opportunities to identify the practice or practices being used in each story
- Improve: Offers ideas that follow the Practice-Based Coaching (PBC) steps—Planning Goals and Action Steps, Focused Observation, Reflection and Feedback—that learners can try with their coaches or supervisors to build their teaching practices in each domain and sub-domain

Target Audience(s): Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers



2.5 Hours



0.25 CEU



# COURSES ON THE IPD

 <p><b>Enhancing Workforce and Professional Development</b></p> <p>KEY WORDS: Infants and Toddlers, Teaching Practices, Local Early Childhood Partnerships, Organizational Leadership</p>	<p><b>ENHANCING WORKFORCE AND PROFESSIONAL DEVELOPMENT</b></p> <p>Reflect on why enhancing workforce and professional development matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Examine relevant position requirements and evaluate qualifications of staff.</li> <li>Articulate strategies for the recruitment and retention of qualified staff.</li> <li>Explore effective strategies to support those working in EHS-CC Partnership programs.</li> <li>Identify professional development strategies and resources to promote continuous growth and quality improvement with staff.</li> </ul> <p>Target Audience(s): Directors and Managers</p>
	<p> <b>4 Hours</b>       <b>0.4 CEU</b></p>
 <p><b>Head Start Leadership and Governance: Values, Regulations, and Skills</b></p> <p>KEY WORDS: Infants and Toddlers, Teaching Practices, Organizational Leadership</p>	<p><b>HEAD START LEADERSHIP AND GOVERNANCE: VALUES, REGULATIONS, AND SKILLS</b></p> <p>Effective governance is an essential part of any successful Head Start or Early Head Start program. This self-paced, interactive training module offers activities and real-world scenarios that management staff, governing body/Tribal Council, and Policy Council members can use to refine their governance knowledge and leadership skills.</p> <p>Target Audience(s): Directors and Managers</p>
	<p> <b>2 Hours</b>       <b>0.2 CEU</b></p>
 <p><b>HOME VISITOR E-INSTITUTE</b></p> <p>KEY WORDS: Perceptual, Motor, and Physical Development, Cognition, Language and Literacy, Social and Emotional Development, Approaches to Learning, Home-Based, Birth to Five</p>	<p><b>HOME VISITOR E-INSTITUTE</b></p> <p>This course consists of four interactive 10-minute lessons, where home visitors can learn while exploring a variety of homes. Learn to support parents' use of everyday home materials to foster their child's development and learning. Each lesson presents a challenge for you to try on visits to families. Complete each of the four quizzes with at least a 75% passing rate and join the MyPeers Home Visiting Community to continue the dialogue.</p> <p>Enjoy it!</p> <p>Target Audience(s): Home Visitors</p>
	<p> <b>1 Hour</b>       <b>0.1 CEU</b></p>



# COURSES ON THE IPD



Management Matters:  
Non-Federal Match

KEY WORDS:  
Fiscal Management

## MANAGEMENT MATTERS: NON-FEDERAL MATCH

The federal government is committed to covering 80 percent of the actual costs of Head Start program services. The requirement for a non-federal match to a Head Start or Early Head Start grant reflects the partnership and commitment between the federal government and local community to support children and families served in the program. It is expected that local communities raise the other 20 percent. These three Management Matters training sessions discuss nonfederal match. They use interactive activities and realworld scenarios to explore non-federal match requirements.

Target Audience(s): Directors and Managers



1 Hour



0.1 CEU



Math is Everywhere: Supporting Math Skills  
in Infants and Toddlers

KEY WORDS:  
Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Learning Environments, Teaching Practices, Child Development

## MATH IS EVERYWHERE: SUPPORTING MATH SKILLS IN INFANTS AND TODDLERS

Early math skills are essential to children’s school readiness and later learning. Hear from Beth Zack, Ph.D., Institute for Learning and Brain Sciences at the University of Washington, about why it’s important to foster math skills beginning in infancy. Learn about the math skills and concepts children begin to understand as infants and toddlers and how they support school readiness across the Head Start Early Learning Outcomes Framework (ELOF) domains. Discover activities and strategies for scaffolding and supporting children as they build math skills during everyday routines and learning experiences. Review four key effective practices that support early math learning.

Target Audience(s): Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers



1 Hour



0.1 CEU



# COURSES ON THE IPD



**KEY WORDS:**

Birth to Five, Center-Based, Family Child Care, Home-Based

**PRACTICE-BASED COACHING**

In these 5 modules there are examples from all program options (Head Start, Early Head Start, home visiting, and family child care). These modules will provide an overview of the PBC cycle and all of its components. After completing these modules, you will be ready to complete an onsite PBC training to learn how to become a coach.

**Learning Objectives:**

- Recognizes the key components of the Practice-Based Coaching cycle.
- Identifies ways to establish rapport with coachees and build a safe environment for coaching to occur.
- Recognizes teaching practices and the use of a needs assessment to determine strengths and areas of growth for coachees, to develop an action plan that is specific, observable, and measurable.
- Describes the focus of the observation is determined and how data is collected and used for reflection and feedback.
- Identifies questions and prompts to support coachee’s reflections and prompts that the coach can use to provide supportive and constructive feedback.

**Target Audience(s):** Directors and Managers, Teachers and Caregivers, Technical Assistance Providers



5 Hours



0.5 CEU



**KEY WORDS:**

Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-based, Learning Environments

**RESPONSIVE LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS**

Baby Talks a series of modules focused on current research, evidence-based strategies, and practices for working with infants and toddlers. The series features current research on infant and toddler learning and development. The goal of the series is to advance learning and best practices.

**Learning Objectives:**

- Explains components of a responsive learning environment for children birth-three.
- Incorporates responsive practices that integrate the cultures and languages of children and families into learning environments.
- Summarizes how responsive learning environments promote general school readiness across the ELOF domains.

**Target Audience(s):** Teachers and Caregivers



1 Hour



0.1 CEU



# COURSES ON THE IPD



**KEY WORDS:**

Community Engagement, Program Planning

**SELF-ASSESSMENT: YOUR ANNUAL JOURNEY**

Self-Assessment: Your Annual Journey is a self-directed, interactive training module. It walks through the process of planning and executing an annual Head Start program self-assessment.

Follow the Moving Forward Head Start program through the transition from ongoing monitoring to self-assessment, and end with a move back into the program planning cycle. Along the way, you'll practice each key aspect of self-assessment in the phases below.

This module takes approximately one hour to complete. We strongly recommend you work through each phase. Revisit the module at any time to review the phases that best match your interest, knowledge, and needs regarding the annual self-assessment.

Target Audience(s): Directors and Managers



1 Hour



0.1 CEU



**KEY WORDS:**

Community Engagement, Organizational Leadership

**SOCIAL MEDIA ESSENTIALS FOR GETTING HEAD START PROGRAMS CONNECTED**

Social media can be a powerful and affordable communication tool for Head Start programs. Use it to promote services, enroll families, recruit staff, and connect with diverse communities. This interactive learning module will help programs establish engaging social media profiles on Facebook, Twitter, and LinkedIn. Explore how these platforms can showcase your program and meet the needs of the communities you serve. First, learn to develop a social media plan. Identify any related policy, budgetary, and legal considerations. Then, get connected!

**Learning Objectives:**

- Establish an engaging social media profile.
- Explore how the features and benefits of different platforms—Facebook, Twitter, and LinkedIn—can be tailored to showcase your program and meet the needs of the communities you serve.
- Learn how to develop a social media plan. Identify related policy, budgetary, and legal considerations that will guide your efforts.

Target Audience(s): Directors and Managers



0.75 Hours



0.075 CEU



# COURSES ON THE IPD



## Strengthening Fiscal Relationships

**KEY WORDS:**

Infants and Toddlers, Fiscal Management, Federal Monitoring, Local Early Childhood Partnerships

### STRENGTHENING FISCAL RELATIONSHIPS

Reflect on why strengthening fiscal relationships matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

**Learning Objectives:**

- Understand how maintaining strong fiscal relationships impacts success.
- Develop or revise partnership agreements for successful implementation.
- Understand and maximize multiple funding streams for high-quality comprehensive services.
- Explore the Layered Funding model and understand how to use the Cost Estimation Tool.
- Begin to establish or revise fiscal policies and procedures, as well as ongoing fiscal monitoring systems for continuous quality improvement.

Target Audience(s): Directors and Managers



4 Hours



0.4 CEU



**KEY WORDS:**

Infants and Toddlers, Preschool, Birth to Five, Center-Based, Family Child Care, Home-Based, Family Support and Well-Being

### SUPPORTING CHILDREN & FAMILIES EXPERIENCING HOMELESSNESS

Learn about family homelessness and the McKinney-Vento Homelessness Assistance Act's definition of "homeless" as it refers to children and youth. Review other relevant federal regulations for Head Start, Early Head Start, and Child Care and Development Fund (CCDF)-subsidized programs.

Knowledge checks, practice scenarios, and interactive learning modules will help deepen your understanding of family homelessness. Learn how to identify families experiencing homelessness, conduct community outreach, and much more.

This interactive learning series is intended for professionals in Head Start, Early Head Start, and child care, including child care providers, CCDF Lead Agency or designated entity staff, and other key stakeholders.

Target Audience(s): Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



6.4 Hours



# COURSES ON THE IPD

 <p><b>Supporting Continuity of Care</b></p> <p>KEY WORDS: Social and Emotional Development, Infants and Toddlers, Transitions, Local Early Childhood Partnerships, Organizational Leadership</p>	<p><b>SUPPORTING CONTINUITY OF CARE</b></p> <p>Reflect on why supporting continuity of care matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Establish relationship-based practices that support children and families.</li> <li>Describe the principles of continuity of care.</li> <li>Promote the elements of primary caregiving.</li> <li>Identify approaches for responsive caregiving.</li> <li>Implement the fundamental structures that support continuity of care in EHS-CC Partnerships.</li> </ul> <p>Target Audience(s): Directors and Managers</p>
	<p> <b>4 Hours</b>       <b>0.4 CEU</b></p>
 <p><b>Supporting Messy Play with Infants &amp; Toddlers</b></p> <p>KEY WORDS: Perceptual, Motor, &amp; Physical Development, Infants &amp; Toddlers, Center-based, Child Development, Program Planning</p>	<p><b>SUPPORTING MESSY PLAY WITH INFANTS AND TODDLERS</b></p> <p>Messy play provides fantastic learning opportunities, but it can also be challenging to facilitate. Learn how to handle this tension and get the most out of messy play with Dawson Nichols, Ph.D., from the Institute for Learning &amp; Brain Sciences at the University of Washington. Examine the specific skills infants and toddlers get from messy play and learn effective practices for managing the mess while getting the most out of this rich learning activity.</p> <p>Target Audience(s): Teachers &amp; Caregivers</p>
	<p> <b>1 Hour</b>       <b>0.1 CEU</b></p>



# COURSES ON THE IPD

 <p><i>Teacher Time</i></p> <p><b>INFANT AND TODDLER</b></p> <p>KEY WORDS: Infants and Toddlers, Curriculum</p>	<p><b>TEACHER TIME: THE RESPONSIVE ENVIRONMENT (INFANT AND TODDLER)</b></p> <p>This series for teachers and family childcare providers focuses on implementing curriculum in a responsive infant and toddler program. You will explore the three R's (respect, reflect, and relate) and think about how the ELOF looks in your own responsive early learning environment. At the end of each module, you will be able to print your reflections in a document that can be shared with your supervisor or coach to create a personalized action plan for implementing what you have learned.</p> <p>Target Audience(s): Teachers and Caregivers</p>
 <p><i>Teacher Time</i></p> <p><b>PRE-K</b></p> <p>KEY WORDS: Preschool, Curriculum</p>	<p> <b>5 Hours</b>       <b>0.5 CEU</b></p> <p><b>TEACHER TIME: THE RESPONSIVE ENVIRONMENT (PRESCHOOL)</b></p> <p>This series for teachers and family childcare providers focuses on implementing curriculum in a responsive preschool program. You will focus on making your program more culturally and linguistically responsive by building the curriculum and instructional decision-making around preschool children's knowledge, skills, and interests. At the end of each module, you will be able to print your reflections in a document that can be shared with your supervisor or coach to create a personalized action plan for implementing what you have learned.</p> <p>Target Audience(s): Teachers and Caregivers</p>
	<p> <b>5 Hours</b>       <b>0.5 CEU</b></p>



## LIST OF COURSES BY PRACTITIONER TYPE

<p>EDUCATION STAFF</p>	<ul style="list-style-type: none"> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> <li>▪ Addressing Infant and Toddler Behaviors That Challenge Adults</li> <li>▪ Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</li> <li>▪ Beginning Teacher Series (Infant and Toddler)</li> <li>▪ Beginning Teacher Series (Preschool)</li> <li>▪ Celebrating DLLs: Spring into Practice</li> <li>▪ Coordinating Comprehensive Services</li> <li>▪ Effective Practice Guide: Infants and Toddlers</li> <li>▪ Effective Practice Guide: Preschool</li> <li>▪ Math is Everywhere: Supporting Math Skills in Infants and Toddlers</li> <li>▪ Practice-Based Coaching</li> <li>▪ Responsive Learning Environments for Infants and Toddlers</li> <li>▪ Supporting Continuity of Care</li> <li>▪ Supporting Messy Play with Infants and Toddlers</li> <li>▪ Teacher Time: The Responsive Environment (Infant and Toddler)</li> <li>▪ Teacher Time: The Responsive Environment (Preschool)</li> </ul>
<p>DIRECTORS AND MANAGERS</p>	<ul style="list-style-type: none"> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> <li>▪ Addressing Infant and Toddler Behaviors That Challenge Adults</li> <li>▪ Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</li> <li>▪ Building Supply and Access to Quality Services</li> <li>▪ Celebrating DLLs: Spring into Practice</li> <li>▪ Coordinating Comprehensive Services</li> <li>▪ Effective Practice Guide: Infants and Toddlers</li> <li>▪ Effective Practice Guide: Preschool</li> <li>▪ Enhancing Workforce and Professional Development</li> <li>▪ Head Start Leadership and Governance: Values, Regulations, and Skills</li> <li>▪ Management Matters: Non-Federal Match</li> <li>▪ Math is Everywhere: Supporting Math Skills in Infants and Toddlers</li> <li>▪ Practice-Based Coaching</li> <li>▪ Self-Assessment: Your Annual Journey</li> <li>▪ Social Media Essentials for Getting Head Start Programs Connected</li> <li>▪ Strengthening Fiscal Relationships</li> <li>▪ Supporting Continuity of Care</li> </ul>



# LIST OF COURSES BY PRACTITIONER TYPE

<p><b>TECHNICAL ASSISTANCE PROVIDERS</b></p>	<ul style="list-style-type: none"> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> <li>▪ Addressing Infant and Toddler Behaviors That Challenge Adults</li> <li>▪ Addressing Substance Misuse Among Expectant Women</li> <li>▪ Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</li> <li>▪ Celebrating DLLs: Spring into Practice</li> <li>▪ Cómo abordar el consumo indebido de sustancias en el embarazo</li> <li>▪ Effective Practice Guide: Infants and Toddlers</li> <li>▪ Effective Practice Guide: Preschool</li> <li>▪ Home Visitor E-Institute: Leave the Bag Challenge</li> <li>▪ Math is Everywhere: Supporting Math Skills in Infants and Toddlers</li> <li>▪ Practice-Based Coaching</li> </ul>
<p><b>HOME VISITORS</b></p>	<ul style="list-style-type: none"> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> <li>▪ Addressing Infant and Toddler Behaviors That Challenge Adults</li> <li>▪ Addressing Substance Misuse Among Expectant Women</li> <li>▪ Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</li> <li>▪ Beginning Home Visitor Series</li> <li>▪ Cómo abordar el consumo indebido de sustancias en el embarazo</li> <li>▪ Celebrating DLLs: Spring into Practice</li> <li>▪ Effective Practice Guide: Infants and Toddlers</li> <li>▪ Effective Practice Guide: Preschool</li> <li>▪ Home Visitor E-Institute: Leave the Bag Challenge</li> <li>▪ Math is Everywhere: Supporting</li> </ul>
<p><b>FAMILY SERVICE WORKERS</b></p>	<ul style="list-style-type: none"> <li>▪ Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</li> <li>▪ Supporting Children and Families Experiencing Homelessness</li> <li>▪ Coordinating Comprehensive Services</li> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> </ul>



# LIST OF COURSES BY PROFESSIONAL DEVELOPMENT GOALS

<p>ONBOARDING EDUCATION STAFF</p>	<ul style="list-style-type: none"> <li>▪ Beginning Teacher Series (Infant and Toddler)</li> <li>▪ Beginning Teacher Series (Preschool)</li> <li>▪ Beginning Home Visitor Series</li> <li>▪ Practice-Based Coaching</li> <li>▪ Supporting Continuity of Care</li> </ul>
<p>COURSES SUPPORTING CHILD DEVELOPMENT AND EDUCATIONAL PRACTICES</p>	<ul style="list-style-type: none"> <li>▪ Addressing Infant and Toddler Behaviors That Challenge Adults</li> <li>▪ Bang! Squish! Leap! Supporting the A in Steam with Infants and Toddlers</li> <li>▪ Celebrating DLLs: Spring into Practice</li> <li>▪ Effective Practice Guide: Infants and Toddlers</li> <li>▪ Effective Practice Guide: Preschool</li> <li>▪ Home Visitor E-Institute: Leave the Bag Challenge</li> <li>▪ Math Is Everywhere: Supporting Math Skills in Infants and Toddlers</li> <li>▪ Responsive Learning Environments for Infants and Toddlers</li> <li>▪ Supporting Messy Play with Infants and Toddlers</li> <li>▪ Teacher Time: The Responsive Environment (Infant and Toddler)</li> <li>▪ Teacher Time: The Responsive Environment (Preschool)</li> </ul>
<p>COURSES TO SUPPORT EHS-CC PARTNERSHIP PROGRAMS</p>	<ul style="list-style-type: none"> <li>▪ Building Supply and Access to Quality Services</li> <li>▪ Coordinating Comprehensive Services</li> <li>▪ Enhancing Workforce and Professional Development</li> <li>▪ Strengthening Fiscal Relationships</li> <li>▪ Supporting Continuity of Care</li> </ul>
<p>COURSES TO SUPPORT HEALTH AND MENTAL HEALTH</p>	<ul style="list-style-type: none"> <li>▪ Addressing Adverse Childhood Experiences in Out-of-School Environments</li> <li>▪ Addressing Substance Misuse Among Expectant Women</li> <li>▪ Cómo abordar el consumo indebido de sustancias en el embarazo</li> <li>▪ Supporting Youth and Families Experiencing Homelessness</li> </ul>
<p>COURSES TO ENHANCE PROGRAM MANAGEMENT AND SYSTEMS</p>	<ul style="list-style-type: none"> <li>▪ Building Supply and Access to Quality Services</li> <li>▪ Coordinating Comprehensive Services</li> <li>▪ Enhancing Workforce and Professional Development</li> <li>▪ Head Start Leadership and Governance: Values, Regulations, and Skills</li> <li>▪ Management Matters: Non-Federal Match</li> <li>▪ Practice Based Coaching</li> <li>▪ Self-Assessment: Your Annual Journey</li> <li>▪ Social Media Essentials for Getting Head Start Programs Connected</li> <li>▪ Strengthening Fiscal Relationships</li> </ul>





